

Dunsville Primary School

Broadway, Doncaster, South Yorkshire, DN7 4HX

Inspection dates 7 - 8 January 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a good school which offers its pupils a good standard of education in a caring environment.
- Senior leaders have a very clear understanding of the needs of the school and have built upon the strengths identified in the previous inspection. As a result of their actions pupils are making good and sometimes outstanding progress overall.
- Governors are clear about their role and have undertaken recent training on interpreting data relating to pupils' progress. This has enabled them to challenge as well as support the decisions of senior leaders and this has contributed to the school's continuous improvement.
- Pupils' behaviour is excellent both inside and outside the classroom. Their excellent attitudes to learning contribute directly to their good progress. The exceptionally caring attitudes pupils demonstrate towards one another ensure that bullying incidents are rare.
- As a result of a range of measures put in place by school leaders, including a clear internet safety policy and well-organised road safety courses, pupils of all ages become proficient at learning how to keep safe both inside and outside school.
- Teaching is nearly always good, with some examples of outstanding practice. Pupils spoken to clearly enjoy learning and make good progress as evidenced by the quality of work in their books.
- Pupils' achievement is good overall. The vast majority make good and better progress, often from low starting points. Standards reached by pupils at the end of Year 6 last year were above the national average in reading and equal to it in mathematics and writing.
- The vast majority of parents feel the school's Foundation Stage unit gives their children a good start in education. Well-planned activities and a caring ethos ensure that children settle quickly and make good progress overall.

It is not yet an outstanding school because

- The most-able pupils in Key Stage 1 make less progress than other groups because work set for them is not always sufficiently challenging and this slows their progress.
- Children of Reception age are split into two classes. Those who are based in the Reception unit have access to a well-resourced outside area which supports learning well. Those who are based in the main school, however, do not have as good outside provision and this slows the development of physical skills for this group.

Information about this inspection

- The inspection team observed a good number of lessons and parts of lessons taught by teachers and support staff. Three lesson observations were undertaken jointly with senior leaders. The inspection team listened to pupils from Year 1 and Year 6 read and also examined the quality of work in the books of pupils from across the school.
- The inspection team held meetings and discussions with pupils, the headteacher, middle leaders, members of the school’s staff and five members of the academy’s governing body. The inspection team took into account the views of 39 parents who responded to the online questionnaire (Parent View). They also took into account the views of three other parents who met informally with the inspection team at the school gate.
- The inspection team studied health and safety documentation, documents relating to the procedures to check the performance of staff, pupils’ attendance data and the school’s system for checking pupils’ progress.

Inspection team

Marian Thomas, Lead inspector	Additional Inspector
David Matthews	Additional Inspector
Jenny Firth	Additional Inspector

Full report

Information about this school

- Dunsville Primary School converted to an academy on 11 November 2012. When its predecessor school, Dunsville Primary School, was last inspected by Ofsted, it was judged to be good overall.
- It is a member of the Brighter Futures Learning Partnership Trust which aims to create school partnerships which raise the attainment of local children and improve the life chances of those within the local community.
- Last year the school met current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school works in collaboration with a secondary school, three primary schools and an infant and junior school.
- This is larger than the average primary school. Since the previous inspection the school has grown in size and at the time of the inspection 37 extra pupils had joined since September.
- A slightly less than average proportion of pupils is disadvantaged (pupils known to be eligible for free school meals and those in the care of the local authority who are supported by the pupil premium additional funding).
- The proportion of disabled pupils and those with special educational needs is just above average.
- The early years provision consists of two part-time Nursery classes and two full-time Reception classes.
- The school runs a breakfast club from 7.30am to 8.55am each morning for pupils attending the school.
- Since the previous inspection two new deputy headteachers have been appointed as well as an assistant headteacher.

What does the school need to do to improve further?

- Speed up pupils' achievement in Key Stage 1 by ensuring that work set matches the needs of the most-able pupils accurately and enables them to make as much progress as possible.
- Improve the quality of the outside provision for children in the Reception and Year 1 area so that it more accurately reflects the good provision provided for children in the Foundation unit.

Inspection judgements

The leadership and management are good

- The school is led and managed well. The headteacher has a clear vision of how to move the school forward, which is shared by senior leaders and staff. An effective plan for continuous improvement is in place which is focused on achieving good and better outcomes for pupils by improving the quality of teaching still further.
- Senior leaders diligently check on the quality of teaching. As a result the quality has continued to improve since the previous inspection. Evidence of this improvement can be seen in the rise in standards in reading across the school and the continuation of pupils' first-rate behaviour in lessons.
- Provision in the early years is good overall as evidenced by the good achievement of all groups, including those for whom the school receives additional funding. However, provision for play and outdoor learning is not as good for Reception-aged children who are based alongside Year 1, as it is for those who are in the Foundation Unit alongside nursery classes. This is because they have fewer opportunities to access play which could improve their physical skills such as pedalling and climbing. As a result, their learning slows.
- Middle leaders play an important role in monitoring the quality of teaching in their subjects and in making a direct contribution to the achievement of all groups of pupils. For example, the physical education (PE) coordinator ensures the effective spending of Sport Premium monies and has, in partnership with other schools within the Trust, developed a new PE curriculum which develops pupils' individual skills from early years to Year 11. This has not only improved pupils' skills, but will also enable them to make a smooth transfer from primary to secondary school.
- The headteacher and governing body ensure that performance targets for staff link directly to pupils' achievement and targets in the school's improvement plan. Checks on the performance of staff are undertaken regularly and this information has been used to make decisions on teachers' pay.
- The senior leadership team ensures that a caring approach is at the heart of the school's ethos. All are welcomed into school and every pupil is given an equal opportunity to succeed. Pupils understand this clearly and it reflects in their excellent behaviour, caring attitudes and the good progress of all groups of pupils.
- The school has chosen to introduce changes to the curriculum in line with national expectations. The current curriculum is well planned and subjects are clearly linked. It meets all aspects of the new requirements. For example, the personal, social and health education (PSHE) coordinator has recently checked on the school's teaching of British values and has ensured that the school curriculum enables pupils of all ages to learn about democracy and the rule of the law.
- The curriculum is enriched with a myriad of visitors and visits away from the classroom which bring learning to life for pupils. For example, at the time of the inspection Year 3 were involved in a Roman day in which the whole year group, staff and some parents dressed as Romans and with the help of an outside theatre company experienced life in Roman times. The excited way in which pupils joined in the activities and proudly showed off their Roman costumes demonstrated clearly how experiences such as these contribute well to pupils' good levels of spiritual, moral, social and cultural understanding.
- The small group of parents spoken to during the inspection and those who made their views known through the online questionnaire (Parent View) support the work of the school, speaking highly of staff. All felt welcomed and appreciated and almost all would recommend the school to others.
- School clubs abound and are clearly appreciated by pupils because they offer opportunities to try new things and develop new skills. For example, Craft Club is run by pupils who decide which art and craft activities they want to try.
- **The governance of the school:**
 - The governing body has a range of skills and experience which governors regularly update by undertaking further training. This ensures that they are able to offer challenge to senior leaders on the achievement of pupils and quality of teaching.
 - Governors manage pupil premium funding prudently and this careful management has enabled the school to support disadvantaged pupils effectively. As a result, last year this group made good progress in school and better progress than non-disadvantaged pupils nationally, particularly in writing.
 - In partnership with senior leaders, governors have developed an effective system for checking on the performance of all staff which rewards good teaching and addresses underperformance.
 - By the end of the inspection safeguarding procedures and policies met current requirements. Governors undertake regular child protection training and carry out regular checks on premises and buildings. At the start of the inspection the school's safeguarding policy did not reflect the latest requirements. However, this was quickly amended and was ratified before the end of the inspection.

- The finance committee ensures that financial resources made available to the school are managed effectively as evidenced by the school's current budget surplus.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is outstanding. Pupils show excellent attitudes and behaviour. This ensures that learning in classrooms is rarely interrupted by incidents of inappropriate behaviour. This has contributed directly to the improvement in pupils' achievement across the school.
- A very caring approach to all is promoted throughout school as demonstrated by the speed with which pupils settle into school routines. 'This school is just so friendly' and 'I have never made friends so quickly' were some of the comments made by pupils who had recently joined the school, summing up well the nurturing approach offered to new pupils.
- Parents hold the view that behaviour is good and often better and that their children are safe and happy at school. Those spoken to felt that school was giving their children an excellent start.
- School records show that no pupil has been excluded since the previous inspection or at all in the past three years. There are very few incidents of unacceptable behaviour because of the effective way in which the behaviour policy is consistently applied across the school and because of the high expectations of staff.
- Pupils clearly enjoy coming to school. 'I love school' commented one pupil. 'I am never late for school because I don't want to miss a minute' commented another, demonstrating how keen and eager pupils are to attend and arrive on time. As a result, attendance is consistently above the national average for similar schools and pupils arrive punctually, keen and eager to learn.

Safety

- The school's work to keep pupils safe and secure is good. All staff regularly complete relevant safeguarding training and work with outside agencies to ensure pupils' safety both inside and outside school.
- Pupils say they feel very safe, because staff are always there to help them. Quiet spaces where pupils can talk to staff and boxes where pupils can write down their concerns for staff to pick up all contribute to pupils feeling safe and secure and knowing where to turn should they encounter a problem.
- The school's thorough internet safety policy ensures that pupils learn how to keep safe, both inside and outside school.
- During the inspection different groups of pupils spoke to the inspection team, both formally and informally. All were clear about the different forms bullying can take and felt that incidents happen very infrequently because staff ensure that pupils are made aware of how to keep safe and where to turn if an incident should occur.

The quality of teaching is good

- The quality of teaching and pupils' learning is good overall. Pupil progress records and evidence in pupils' books support the view of senior leaders that the quality of teaching is good over time. Reading, writing and mathematics are taught well across the school as evidenced by pupils' good and better progress.
- The majority of staff use information about how well pupils are doing effectively to plan future learning. As a result, work set meets the needs of pupils accurately, enabling most groups, including those who are disadvantaged, to make good progress overall. However, the most-able pupils in Key Stage 1 make less progress than other groups, because staff do not have high enough expectations of what they can achieve in the time available.
- Homework is set regularly for pupils across the school. Most pupils spoken to during the inspection said they enjoy completing it. Parents support this view and feel that completing homework is an important extension to their children's learning which helps them to make better progress.
- Teaching assistants share teachers' high expectations for the progress of the pupils in their care. Effective teamwork and planning are apparent in classrooms and results in pupils' increased enjoyment of learning which in turn is reflected in their excellent attitudes and behaviour.
- Last year pupils made good and sometimes even better progress in reading in Key Stages 1 and 2 thanks to the carefully planned and consistent teaching of phonics (letters and the sounds they make) across the

school.

- Extra sessions planned for pupils who need extra help with their learning are well thought out and carefully monitored. The school's recent focus on ensuring that staff teach these sessions well has speeded up pupils' progress. As a result, these pupils make the same good progress as others in the school.
- Pupils' work is marked diligently and the school's marking policy is adhered to by the vast majority of staff. As a result pupils are clear about how they can improve their work and its presentation. Senior leaders carry out regular checks of pupils' books for marking and progress, ensuring that high standards are kept up in all areas of the school.
- Lessons in religious education, personal and social education, and art and design promote pupils' good levels of spiritual, moral, social and cultural understanding.

The achievement of pupils is good

- Pupils' achievement is good overall. Current school data show that almost all groups, including disadvantaged pupils, are making good progress from a range of different starting points across the school.
- Last year's national data show that standards in English and mathematics attained by pupils in Key Stage 1 dipped and were lower than those attained nationally. However, pupils' attainment in Key Stage 2 was in line with that of their peers and they made greater gains than those nationally in reading.
- Disadvantaged pupils made similar progress to pupils nationally and were slightly more than a term behind non-disadvantaged pupils nationally. They were approximately one term behind their peers at the end of Key Stage 2 overall in mathematics and writing, but made equally good progress in reading. This demonstrates the highly effective use of pupil premium funding which the school uses to provide extra support to boost pupils' achievement in a variety of different ways, including one-to-one and small-group sessions.
- Current data paint a much brighter picture, with more than 80% of pupils on course to reach challenging targets set by senior leaders in both Key Stages 1 and 2. Scrutiny of pupils' work and listening to pupils read during the inspection support this view.
- Overall, progress in mathematics is slightly slower than in English. However, the work of the newly appointed mathematics coordinator is beginning to have an impact on progress. For example, the introduction of Millie the Maths Monster, who goes home with Year 1 pupils at the weekends and completes mathematical tasks with parents, has already increased these young pupils' love of mathematics.
- The well-stocked school library promotes reading well and is much appreciated by pupils. Year 6 librarians take their responsibility for promoting reading seriously and enjoy reading with younger pupils. An excellent partnership with the local authority library service has helped the school to promote reading further and improve standards overall.
- The most-able pupils in Year 6 are currently making good or even better progress in mathematics and English. A small group is currently receiving extra support and tuition with the expectation that they will reach the highest standards of which they are capable at the end of this year. School data show that the most-able pupils, particularly in Key Stage 2, are now making good progress.
- Last year standards in Key Stage 1 dipped. Current school data and scrutiny of pupils' work books show the vast majority of pupils have got off to a good start and are set to make greater gains this year.
- However, the progress of the most-able pupils in Key Stage 1 is slower than that of other groups. This is because staff do not always set work that challenges these pupils sufficiently. An example seen in a Year 2 pupil's book illustrated this well. A task was set on measuring which was completed with ease. However, follow-up work was at a similar level and lacked challenge. This missed opportunity to increase the level of challenge and slowed the pupil's progress.
- School is justifiably proud of the good standards achieved by Year 1 pupils in the phonics screening check, which tests pupils' ability to link letters to sounds.
- Because of the well-targeted support, disabled pupils and those with special educational needs make progress equally as good as that of their peers in English and mathematics. This shows the school's continued commitment to ensuring equality of opportunity for all pupils.

The early years provision is good

- Outcomes for children who join the Foundation Stage are good. They make good progress overall from a wide range of starting points. Staff work closely together to ensure that activities set match the social, emotional and academic needs of all children.
- Leadership, management and the quality of teaching are good and ensure that children leave Reception classes well prepared for Year 1.
- Most children arrive in the Nursery class with skills and knowledge generally below those usually associated with children of a similar age from a range of different backgrounds. Despite this, they settle quickly into the routines of the nursery, separating from parents with little fuss.
- Last year the majority reached or exceeded the expected standard of a good level of development in the majority of areas of the curriculum. This represents good progress from low starting points for all groups of children, including those for whom the school receives extra funding and the most able.
- Activities inside and outside the classroom support children to become active and inquisitive learners. At the time of the inspection children were investigating the properties of ice and had celebrated Diwali by enjoying tasting food cooked by a local Indian restaurant. Opportunities such as these promote children's spiritual, moral, social and cultural development well.
- However, the activities provided outside for one group of Reception pupils are not as varied or as exciting as those provided outside the main unit. This reduces the effectiveness of the provision for these children and slows the progress in developing physical skills. Senior leaders are aware of this and have planned actions to improve this provision. However, at the time of the inspection the plan had yet to be implemented.
- Staff in the Reception classes have high expectations of what children can achieve. They support and guide children well. They are skilled at using questions to promote learning and increase children's curiosity and a desire to find out more. This ensures that the majority make good progress.
- Relationships between staff and children are strong as evidenced by the way children quickly settle and develop an early understanding of how to behave. A clear example of this could be seen in the calm way in which children played together, demonstrating good social skills and excellent behaviour.
- Parents spoken to during the inspection felt that the Foundation unit gave their children a good start in school. They commented on the warm and friendly approach of all staff and appreciated their support in helping their children to learn.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138907
Local authority	Doncaster
Inspection number	449705

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	337
Appropriate authority	The governing body
Chair	Ken Hulks
Headteacher	Kevin Flint
Date of previous school inspection	Not previously inspected
Telephone number	01302 882958
Fax number	01302 891150
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